

1. OVERVIEW

Subject Area	External Internship
Degree	Bachelor's Degree in Design
School/Faculty	Architecture, Engineering and Design.
Year	Fourth
ECTS	12 ECTS
Type	Compulsory
Language(s)	Spanish/English
Delivery Mode	On campus
Semester	1st and 2nd
Academic Year	2024/2025
Coordinating professor	

2. INTRODUCTION

External internships are very important to students' learning in higher education. As well as forming part of the teaching syllabus, they provide students with the opportunity to apply the knowledge and skills they have learnt in a professional environment, experiencing their future field of work and having a first opportunity to enter the labour market.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, by the acronym in Spanish):

- CB1: Students have shown their knowledge and understanding of a study area that builds on general secondary school education, and are usually at the level where, with the support of more advanced textbooks, they may also demonstrate awareness of the latest developments in their field of study.
- CB2: Students can apply their knowledge to their work or vocation in a professional manner and possess the skills which are usually evident through the forming and defending of opinions and resolving problems within their study area.
- CB3: Students have the ability to gather and interpret relevant data (usually within their study area) to form opinions which include reflecting on relevant social, scientific or ethical matters.
- CB4: Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5: Students have developed the learning skills necessary to undertake further study in a much more independent manner.

Transversal skills (CT, as per the Spanish acronym):

- CT9: Interpersonal relationship skills: ability to hold positive relationships with other people through assertive verbal and non-verbal communication. This means being able to express or communicate what they want, think or feel without discomforting, offending or harming the feelings of other people.
- CT11: Planning and time management: ability to set objectives and choose the right means to fulfil them through efficient use of time and resources.
- CT15: Responsibility: ability to fulfil commitments to themselves and others when undertaking a task and try to meet a range of objectives within the learning process. Ability to face and accept the consequences of actions taken freely.
- CT16: Decision making: ability to choose between different options or methods to effectively solve varied situations or problems.
- CT17: Teamwork: ability to integrate and collaborate actively with other people, areas and/or organisations to reach common goals.

Specific skills (CE, as per the Spanish acronym):

- CE12: Ability to make value judgements from an ethical point of view of cases in professional activity.
- CE13: Ability to develop communication skills to effectively share ideas in a work group.
- CE15: Ability to take informed decisions, adapt behaviour to different circumstances and take on a leadership style which suits each situation.
- CE16: Ability to develop critical, creative and reflexive thinking in the professional field of design.
- CE19: Understanding of a professional organisation and the business models associated with the design sector.

Learning outcomes (RA, as per the Spanish acronym):

- Organise small businesses and become a member of multidisciplinary teams in large companies.
- Draw up documents which form part of design projects from a multidisciplinary point of view.
- Understand the functions and responsibilities of those who intervene in the industrial design process. Be aware of administrative, management and general procedures.
- Balance work/life with studies, work in offices and form part of professional societies and assume the responsibility associated with each activity.
- Apply and integrate knowledge and skills acquired over the degree course in the field of study associated with becoming a designer and their attributes.
- Acquire the ability to understand points of view and the needs of the company, client and user.
- Flexible application of the knowledge acquired during studies in a real working environment.
- Work in multidisciplinary teams.
- Solve problems within your study area.
- Develop people management skills and know how to deal with budgets and responsibilities.

The following table shows how the skills developed in the subject area match up with the intended learning outcomes:

Skills	Learning Outcomes
CT17, CT11, CE13	<ul style="list-style-type: none"> • Organise small businesses and become a member of multidisciplinary teams in large companies.

CB2, CB4	<ul style="list-style-type: none"> • Draw up documents which form part of design projects from a multidisciplinary point of view.
CT15, CE12	<ul style="list-style-type: none"> • Understand the functions and responsibilities of those who intervene in the industrial design process. Be aware of administrative, management and general procedures.
CT15, CE19	<ul style="list-style-type: none"> • Balance work/life with studies, work in offices and form part of professional societies and assume the responsibility associated with each activity.
CE16, CB3, CB1	<ul style="list-style-type: none"> • Apply and integrate knowledge and skills acquired over the degree course in the field of study associated with becoming a designer and their attributes.
CT9	<ul style="list-style-type: none"> • Acquire the ability to understand points of view and the needs of the company, client and user.
CT16	<ul style="list-style-type: none"> • Flexible application of the knowledge acquired during studies in a real working environment.
CT9	<ul style="list-style-type: none"> • Work in multidisciplinary teams.
CT16, CE15	<ul style="list-style-type: none"> • Solve problems within your study area.
CT11	<ul style="list-style-type: none"> • Develop people management skills and know how to deal with budgets and responsibilities.

4. CONTENTS

These internships are learning activities carried out by university students as part of their training. They encourage skills acquisition which will prepare them for professional working life, increase their employability and enhance their entrepreneurial spirit.

The content of these work experience placements will develop students in a working environment.

5. TEACHING/LEARNING METHODS

The types of teaching/learning methods are as follows:

- Problem-based learning (PBL)

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

On-campus:

Learning activity	Number of hours
Tutorials, academic follow-up and assessment	25
Internship	275
TOTAL	300 h

7. ASSESSMENT

The assessment methods, plus their weighting in the final grade for the course, are as follows:

On-campus:

Assessment method	Weight
Internships: Report by tutors	55%
Internships: Journal by the student once the internship has finished	45%

On the Virtual Campus, when you open the course, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

7.1. Ordinary examination period

To pass the course in the ordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

7.2. Extraordinary examination period

To pass the course in the extraordinary examination period you must obtain a grade of 5.0 or more out of 10.0 in the final grade (weighted average) for the subject.

8. SCHEDULE

The schedule with delivery dates of assessable activities in the course is indicated in this section:

Assessable activities	Date
Tutor's report on internship	End of internship period
Internship journal and report from the tutor assigned by the university	End of internship period

The schedule may be subject to modifications for logistical reasons of the activities. Students will be informed of any changes in due time and course.

9. DIVERSITY AWARENESS UNIT

Students with special educational needs:

To ensure equal opportunities, curricular adaptations or adjustments for students with special educational needs will be outlined by the Diversity Awareness Unit (UAD, Spanish acronym).

As an essential requirement, students with special educational needs must obtain a report about the curricular adaptations/adjustments from the Diversity Awareness Unit by contacting unidad.diversidad@universidadeuropea.es at the beginning of each semester.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit offers support throughout your time at university to help you with your academic achievement. One of the main pillars of our educational policy is the inclusion of students with special educational needs, universal accessibility to the different university campuses and equal opportunities.

This unit offers students:

1. Support and monitoring through personalised counselling and programmes for students who need to improve their academic performance.
2. Promotion of diversity, with curricular changes possible in terms of methodology or assessment for those students with special educational needs in order to provide equal opportunities for all our students.
3. We also offer students a range of educational extracurricular resources for developing a variety of skills to enhance their personal and professional development.
4. Career guidance by offering tools and advice to students with doubts regarding their professional careers or those who believe they have chosen the wrong line of study.

Students who need educational support can contact us at:

orientacioneducativa@universidadeuropea.es

11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to complete our satisfaction surveys to identify strengths and areas for improvement for staff, degree courses and the learning process.

These surveys will be available in the surveys area of your virtual campus or by email.

Your opinion is essential to improve the quality of the course.

Many thanks for taking part.